

# AB 430 Homework Assignment Matrix

## Instructions:

1. **Underlined session assignments are required** and will be part of the agenda for the “due by” session
2. Some sessions include “what to bring” information; “bring” is the key word
3. Assignments not underlined either may be used as practicum hours.
4. If you are making up a missed institute session, the module hours must match those that you have missed and be related in content. **Please check with D’Anne Brownell for further guidance on make-up assignments.**

<b>Due by:</b>	<b>Assignment</b>	<b>Product</b>	<b>Module Credit &amp; Complete</b>
<u>Vision</u>	District Vision Notes	Interview district administrator and take notes	<u>2 hrs: Module 1</u>
<u>Vision</u>	Elmore article: <i>Building a New Structure for School Leadership</i>	Highlight key ideas and write notes in right margin	<u>1 hr: Module 1</u>
Vision	Read Chapter 2: “What is a Professional Learning Community” <i>On Common Ground</i>	Answer study guide questions	<b>1 hr: Module 1 For each chapter completed</b>
Vision	⇒ Bring homework, as listed above ⇒ Bring school vision/mission statements ⇒ Be ready to share what actions have been taken at your school to involve stakeholders in your school vision/mission. How is this “made visible” at your school?		
<u>Data</u>	Tony Wagner article: <i>Beyond Testing: The Seven Disciplines for Strengthening Instruction</i>	Complete the “That’s What, So What, Now What” response	<u>1 hr: Module 1</u>
Data	Read Chapter 3 “Putting it all Together” - Reeves Read Chapter 4 “Assessment for Learning” - Stiggins <i>On Common Ground</i>	Answer study guide questions	<b>Module 1 1 hr. for each chapter completed</b>
Data	⇒ Bring 4 copies of report card ⇒ Bring the site 2008 CST data, including subgroups. Please review this data before the session!		
<u>School Climate</u>	Ruby Paine <i>Framework for Poverty</i>	Highlight readings; Complete the quizzes: “Could you survive?”	<u>1 hr: Module 2</u>

<b>School Climate</b>	<b>Read Chapter 5 “Masters of Motivation” On Common Ground</b>	Answer study guide questions	<b>1 hr: Module 2</b>
<b><u>School Climate</u></b>	<b>Read Chapter 9 “Improving Processes and Systems” Smart School Teams</b>	Select a real problem related to school culture, climate, or safety: Apply the 7-Step Problem Solving Method and write a summary of your results	<b>2 hr: Module 2 Practicum credit</b>
<b>School Climate</b>	<b>Positive Behavior Support: Comprehensive Assessment Tool</b>	Complete the assessment with staff, summarize results, and develop action plan	<i>Module 2 practicum credit for number of hours it takes</i>
<b>School Climate</b>	⇒ Bring 6 copies of the discipline forms your school uses ⇒ Bring descriptions (if available) of your school’s character/discipline approach ⇒ Bring copies of any other school climate resources/information that you believe have made a positive impact		
<b>HMR/OCR Sessions 2/3</b>	<b>Observe 3 or more classrooms using form provided</b>	<b>Complete observation forms</b>	<b>1 hr: Module 1 Practicum</b>
<b>All HMR/OCR Sessions</b>	⇒ Bring the Teacher’s Edition to all three sessions – we’ll email you which grade level ⇒ Bring other items as requested to 2 <sup>nd</sup> and 3 <sup>rd</sup> sessions		
<b><u>Universal Access</u></b>	<b>Completed Academic Program Survey Rubric (regular + EL)</b>	Complete rating form	<b>1 hr: Module 1 Practicum credit</b>
<b><u>Universal Access</u></b>	<b>Read <i>Similar Schools, Different Results</i> articles</b>	Complete matrix comparing APS, PLC, article recommendations	<b>2 hrs: Module 1</b>
<b><u>Universal Access</u></b>	<b><i>A Handbook for Classroom Instruction that Works</i> by Marzano, et. al.</b>  <i>or</i>  <b><i>Narrowing the Language Gap</i> article by Feldman and Kinsella</b>	<b>Jan – October birthdays:</b> Pick the section that corresponds to your birthday month. Observe classrooms for that skill, write a summary of big ideas and how that compares to your observations  <b>Nov.-Dec birthdays:</b> Read the Feldman/Kinsella article, observe classrooms for that skill, be prepared to share out as per the “What Works/What Doesn’t Work” chart	<b>1 hr: Module 1 For reading</b>  <b>1-2 hours: Module 1 practicum credit for classroom observations</b>
<b>Universal Access</b>	<b>PLC Rating rubric</b>	Complete the rating rubric	<i>1 hr: Module 2 Practicum credit if done with stakeholder group</i>

<b>Universal Access</b>	⇒ Bring your Reading Intervention/HMR/OCR or Algebra adopted teacher's edition textbook ⇒ Bring the Marzano book <i>Handbook for Classroom Instruction That Works</i>		
<b><u>Teacher Evaluation</u></b>	<b>Rick DuFour article: "Learning Centered Principal"</b>	Answer the questions related to the article	<b><u>1 hr: Module 1</u></b>
<b>Teacher Evaluation</b>	<i>A Possible Dream: Retaining California's Teachers So that All Children Can Learn</i> article	Complete response form	1 hr: Module 2
<b>Teacher Evaluation</b>	⇒ Bring your district resources/forms related to teacher observation and evaluation		
Any ELA sessions	<i>Bloom's Taxonomy</i> resources	Complete the classroom observations as per form and bring summary	1 hr: Module 1
<b>Sec. Reading Intervention</b>	⇒ Bring your master schedule summary ⇒ Be prepared to discuss your school's approach to strategic and intensive interventions ⇒ Bring teacher's edition and ancillaries if your reading intervention is <b>NOT High Point</b>		
<b>Single School Plan</b>	<b>Conduct your 3+ classroom observations of newer or problem teachers</b>	Complete observation forms	<i>2 hrs: Module 1 Practicum credit</i>
<b><u>Single School Plan</u></b>	<b>Read Chapter 10 "Becoming a SMART School" <i>Smart School Teams</i></b>	Rewrite one of your SSPSA goals as a SMART goal, as per models on Pages 269-272; use template on page 287	<b><u>1 hr: Module 2</u></b>
<b><u>Single School Plan</u></b>	<b>Read Chapter 10 "Implementing PLCs in the Chicago Schools" – Eason-Watkins <i>On Common Ground</i></b>	Answer questions from Study Guide	<b><u>1 hr: Module 2</u></b>
<b>Single School Plan</b>	⇒ Bring your SSPSA and revised SMART goal homework ⇒ Bring the <i>SMART Teams</i> book		
<b><u>Stakeholder Involvement</u></b>	<b>Parent Involvement Research article</b>	Complete matrix of the six types of parent involvement and how that relates to your site initiatives	<b><u>1 hr: Module 2</u></b>
<b><u>Stakeholder Involvement</u></b>	<b>Read Chapter 3 of "Basics of Effective Teamwork" <i>Smart School Teams</i></b>	Answer questions from Study Guide	<b>1 hr: Module 2 for chapter 3; Additional practicum for other chapters completed</b>

<b>Stakeholder Involvement</b>	⇒ Bring 6 copies of a stakeholder survey you have used; if the survey data was valuable		
<b>Algebra (sec. only)</b>	⇒ Bring the Algebra adoption teacher’s edition plus one “ancillary” resource ⇒ Observe 2+ algebra classes prior to this day ⇒ Bring you CST scores for algebra, including subgroup data ⇒ Bring information on your algebra grades (percentage of Ds and Fs by course), intervention course options		
<b><u>People &amp; Performance</u></b>	<i>Bridging the Gap Between Standards and Accountability</i> Article by Richard Elmore	Read and complete “A-Z with Dr. Richard Elmore” response form	<b><u>1 hr: Module 1</u></b>
<b><u>People &amp; Performance</u></b>	Read Chapter 12 “Closing the Knowing-Doing Gap” – DuFour, Eaker, DuFour <i>On Common Ground</i>	Answer questions from Study Guide	<b><u>1 hr: Module 1</u></b>
<b>People &amp; Performance</b>	⇒ Bring copies of any forms that you use, or the district uses, to provide feedback to you on your performance as a principal (could be either something the district office uses or something you use with your staff) ⇒ Bring your school’s professional development plan or bring your SSPSA with the PD actions tabbed		